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ABSTRACT

This bibliography lists the reports of research studies conducted at the 23 colleges in the Virginia Community College System during the 1974-75 academic year. Over 124 studies are divided into three sections. The first section provides annotations for 61 of the studies, selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by 12 topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, routine reports, evaluation, enrollment trends, and other reports. The second section presents all studies by topics, and the third lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. For the most part the listing is inclusive, not exclusive. However, the file from this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (Author/NHM)

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RESEARCH IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

An Annotated Bibliography, Topical Listing,
and College Listing of Research Projects
Conducted at Virginia Community Colleges
from July 16, 1974 through May 30, 1975

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Introduction

In 1974 and again this year, documents listing the research studies and reports conducted at the 23 colleges in the Virginia Community College System have been produced. It is thought that a bibliography, when updated annually, provides one means of improving and formalizing communication about research activities in the Virginia colleges.

This bibliography has three sections. The first section contains annotations of research projects arranged by the topics of follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, routine reports, evaluation, enrollment trends, and other reports. The second section presents all studies by topic, and the third lists all studies by college.

The order of topics in each section of this document has been changed somewhat from that of 1974. The topic on faculty and staff has been deleted, while one on enrollment trends has been added.

From over 124 studies presented to the Virginia Department of Community Colleges, 61 have been chosen for annotation. The selection process was a simple one. The writers reviewed all of the materials and then agreed on those which (1) would seem to have the widest interest, (2) were attempts at program innovation, (3) contained a narrative section on findings, and/or (4) reported well-designed studies. It is possible that the reviewers' biases may have affected some choices and deletions.

The writers of this document want to thank the researchers for their cooperation in submitting reports for the 1975 collection. The reports, generally, gave evidence of improvements in research design and research writing.

Anyone desiring a copy of an individual report listed in the bibliography should contact the Office of Institutional Research or Student Services at the college where the study was conducted. Copies of this bibliography can be obtained from the Office of Research and Evaluation at the Department.

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Section I

Annotations of Selected College Reports Arranged by Topic

A. Follow-Up Studies

1. Archer, J. Andrew. *Information About Withdrawals*. Virginia Western Community College. 1974.

This report was concerned with summarizing the findings on withdrawals at VWCC. Exit interviews were conducted with students who withdrew from the college before completion of the 1973 fall quarter. The interviews were designed to determine: (1) why students withdrew, (2) how students felt about certain aspects of the college, and (3) whether the college could have done anything to prevent the students from withdrawing. Most of the students, it was found, withdrew for reasons beyond the control or influence of the college. The large majority of the students had a positive attitude toward VWCC and many planned to return to the college at a later date.

2. Brown, Ralph W., Jr. *Survey of Students Who Withdrew From College With Tuition Refund*. Central Virginia Community College. 1974.

This study was conducted to determine why 62 students who enrolled at CVCC for the 1974 fall quarter withdrew during the official refund period. The most frequent reasons given by respondents were employment and dissatisfaction with the quality of instruction. About two-thirds of the respondents said that they planned to return to the college and would recommend CVCC to others. It was suggested that, since 76 percent of the respondents indicated that they were employed, the major reason for withdrawals was employment.

3. Carter, Edith H. *Follow-Up of 1974 Graduates in Occupational-Technical Programs*. New River Community College. 1975.

This study described 1974 occupational-technical graduates in terms of success in finding employment and/or transferring to other institutions. Students' opinions concerning the programs and training at the community college were also cited. Of the 238 graduates, 95 percent were either working or attending college. Many (87%) were employed in a field related to their area of study or were advancing their education. Of those graduates who were working, 97 percent were employed in Virginia. Almost half reported earning \$8,000 or higher. Training in occupational-technical programs and the overall college preparation were rated very high by the graduates.

4. Carter, Edith H. *Follow-Up Study of New River Community College Transfers Who Graduated in the 1972-73 School Year*. New River Community College. 1975.

The purpose of this study was to describe 1973 transfer students in terms of types of degrees and curriculums completed, transfer status, and evaluation of the college's transfer program. Transfer students

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were in five degree programs and completed 22 types of curricula. Ninety percent transferred to local senior colleges. Over 60 percent of the transfers earned a 2.0 GPA or higher. The same percentage of community college students as native students earned a B average or higher. Transfers rated the overall training at NRCC good to excellent and felt adequately prepared, compared to students from other colleges.

5. Dassance, Charles R. *Preliminary Attrition Report for the Fall Quarter, 1974*. Piedmont Virginia Community College. 1975.

The purpose of this study was to develop a profile of non-returning students. All students who enrolled during the fall quarter 1974 but did not enroll for the winter quarter 1975 were included. Most non-returning students were part-time, evening, and first-time enrollees. Seventy-three percent were Special students generally enrolled for a specific purpose i.e., to take one course. Regular students comprised 27 percent of the non-returnees.

6. Dassance, Charles R. *Follow-Up of Fall Quarter, 1974 Full-Time Non-Returning Students*. Piedmont Virginia Community College. 1975.

This study was conducted to provide additional data on full-time non-returning students. Questionnaires were sent to those students identified in the "Preliminary Attrition Report for the Fall Quarter, 1974". Most of the respondents said that they had not met their educational objectives, but planned to return to the college. Both instruction and student services at PVCC were rated very favorably. Respondents gave quite different reasons for not returning, and often they were unrelated to the college.

Authors' Note: Three studies of former occupational-technical students were prepared by the Virginia Department of Community Colleges' personnel. The studies, parts in a series, are presented in the order in which they were conducted.

- 7-1. Gustilo, Ted O. and John E. Trufant. *A Profile of Former Occupational-Technical Students*. Virginia Department of Community Colleges. 1974.

This is the first of three reports describing a 1972 study of former occupational-technical students in the Virginia Community College System. This report contains a detailed description of the total project and presents background characteristics of the respondents. These characteristics are summarized in the following paragraph.

Slightly more than half of the respondents had been in business curricula, and about one of three had been in engineering. Most of the graduates had earned AAS degrees, and proportionally more women than men had graduated. About seven-tenths of the total respondents were men,

but among minority respondents the percentages of men and women were nearly equal. While minority respondents tended to enroll in business and health curricula, whites more often chose public service and engineering. The median age of all respondents was 22.8 years, with the men approximately one year older than the women. About one in three parents of the former students had no formal education beyond the eighth grade. On the average, women had higher GPA's than men, and whites earned better grades than minority students.

- 7-2. Eyler, David R., Sarah J. Kelly and Fred A. Snyder. *Post-College Activities of Former Occupational-Technical Students*. Virginia Department of Community Colleges. 1974.

The second report describes the post-college experience of former occupational-technical students. Ninety percent of the respondents were occupied on a full-time basis; 72 percent had full-time jobs, eight percent were in college full-time, five percent were in the military, and five percent were homemakers. The majority of former students reported working in jobs that were related to their community college training: 60 percent for first jobs after college and 72 percent for present jobs.

The median salary for initial jobs after community college was \$5,419; for present jobs the median salary was \$7,158. More than nine of ten former students were working either in Virginia or Washington, D.C. About half of the former students had engaged in some type of post-community college training, ranging from employer training programs to baccalaureate study. Nongraduates most frequently cited employment as a reason for discontinuing education.

- 7-3. Trufant, John E., Sarah J. Kelly, and Paul T. Pullen. *Attitudes of Former Occupational-Technical Students at Virginia Community Colleges*. Virginia Department of Community Colleges. 1974.

The third report describes the attitudes of former students toward their community college experience and current employment. Ninety percent of the respondents reported they would recommend the community college to someone seeking the same program of study.

Women, whites, and graduates generally rated both the quality and value of certain aspects of their college preparation higher than did men, minorities, and nongraduates, respectively. About three of four students gave superior or good ratings to their overall community college experience.

More than half of the former students expressed a desire for more technical/skills courses, while about one-third thought the balance was all right and the remaining 15 percent preferred additional general education courses. The majority of former students had made no change in curriculum during their time of study. Nearly seven of ten nongraduates indicated that their initial educational goal had been to complete a program leading to graduation.

Overall job satisfaction was rated superior or good by 72 percent of the respondents. However, the large majority of students indicated sources other than the community college had been most helpful in obtaining their first jobs.

8. Haines, W. Ridgely, Jr. *Follow-Up Study of Former Students: Graduates 1973-1974*. Piedmont Virginia Community College. 1974.

This is the first of two reports summarizing follow-up data on the success of former PVCC students in transferring and/or securing employment. This report examined the data on graduates. Findings indicated that the great majority of graduates were successful in transferring and in finding employment. Most of those who were working found jobs in the service area of the community college.

9. Haines, W. Ridgely, Jr. *Follow-Up Study of Former Students: Non-Graduates 1973-1974*. Piedmont Virginia Community College. 1975.

This is the second report providing follow-up data on former PVCC students. This report dealt with nongraduates. Questionnaires were mailed to all students who were enrolled during the spring 1974 quarter but had not enrolled for the fall 1974 quarter. Twenty percent of the nongraduates completed the questionnaire. The data revealed that most of the students did not return to PVCC because they had met their objectives or for different reasons other than dissatisfaction with college.

10. Houston, Charles A. *A Descriptive Study of 1972, 1973, & 1974 Graduates at Virginia Western Community College*. Virginia Western Community College. 1974.

The purpose of this study was to examine the curricula, types of degrees, opinions, and immediate plans of the 1972, 1973, and 1974 graduates at VWCC. The college awarded 1,097 degrees in 5 degree programs containing 29 areas of study. Results indicated increases in female graduates and married graduates but no significant changes in parents' highest educational levels. 1974 graduates rated counseling services and social activities significantly higher than did 1972 graduates. Approximately 94 percent of the graduates said they would recommend their program of study to others. About half of the graduates planned to work, while 30 percent were planning to transfer. The study concluded that there has been both quantitative and qualitative growth in services offered by the college.

11. Houston, Charles A. *A Follow-Up Study of the 1974 June and August Graduates at Virginia Western Community College*. Virginia Western Community College. 1974.

This study described graduates in terms of the type of degrees and curricula they completed, and their immediate plans. VWCC awarded 431

degrees in 29 programs of study. Approximately 27 percent of the graduates indicated plans to transfer to other educational institutions. About 80 percent of the occupational-technical graduates either took jobs in their field of study (64%) or transferred to other educational institutions (16%).

12. Houston, Charles A. *Information About Non-Graduates*. Virginia Western Community College. 1974.

The purpose of this report was to summarize the findings from a 1972 Occupational-Technical Follow-Up Study pertaining to non-graduates. Results of the study indicated that employment was the major reason non-graduates did not complete their program. Many (63%) planned to return to the college for additional work and almost all of the non-graduates (91%) indicated that they would recommend their program to others. The author suggested that these non-graduates be considered stop-outs instead of drop-outs.

13. Medell, Richard J. *A Follow-Up Study of Selected Graduates of John Tyler Community College to Evaluate the Effectiveness of Courses Offered as Preparation for Positions in the Field of Data Processing*. John Tyler Community College., 1975.

The purpose of this study was to determine how well JTCC's data processing curriculum prepared its graduates for employment in data processing. In addition, the types of jobs held by graduates and their opinions about the college's program were examined. A questionnaire was sent to students who had graduated from 1969 through 1974. Of the 69 respondents, 61 were employed. Eighty-two percent were employed in data processing positions. Approximately one-third of the graduates were programmer trainees or programmers. Generally, graduates found the subjects taught at the college were useful in the jobs they held.

14. Opitz, Armand. *Transfer Students' Follow-Up Report for 1973*. Southwest Virginia Community College. 1974.

The purpose of this study was to find out how SWVCC students performed academically after their first term at senior institutions. Findings indicated that the mean GPA for transfer students decreased from 3.00 at the community college to 2.49 at senior institutions. Of the 108 transferees, 23 achieved the Dean's List during their first term. Only one transferee was ineligible to return to the senior institution.

15. Phillips, James Christopher. *A Description of Selected Characteristics of Virginia Community College Graduates from Associate in Applied Science Degree Programs, 1966-1971*. Unpublished doctoral dissertation, The College of William and Mary, 1974.

The purpose of this study was to describe certain characteristics of AAS graduates, to identify their post-college activities, and to

study the opinions and reactions of graduates toward their community college experience and current employment. A total of 2,138 AAS graduates were identified and contacted by questionnaire. Sixty-seven percent returned completed questionnaires. Approximately two-thirds of the AAS graduates were males. The median GPA for all graduates was 2.73. Four-fifths of the graduates were working in jobs which they considered related to their college training. The median initial salary of the graduates was \$5,781, and the median present salary was \$7,314. The median salary for men was \$1,876 higher than for women. Approximately three-fourths of the graduates were employed full-time. More than four-fifths were employed in Virginia. Only seven percent of the graduates listed the community college placement service as the source most helpful in getting the initial full-time job. Both the counseling and placement services of the community college received low ratings by graduates. Approximately nine-tenths of the graduates indicated that they would recommend the community college to someone seeking a similar program of study. The vast majority of graduates rated their education at the community college as superior or good. Several areas for more in-depth study were suggested.

16. Ridge, Richard A. *Follow-Up Study of 1974 Graduates*. Germanna Community College. 1975.

This study was designed to determine the location of transfer institutions or place of employment for graduates, their salary ranges, and their evaluation of the community college and its programs. Employer's comments about the graduate's performance on the job and preparation received at the college were also included. Results of the study were reported for the following program areas: transfer, nursing, business and secretarial science, and technical. Of the 80 graduates, 52 identified their transfer institution or employer. The average salary reported was \$6,741. Nursing graduates and graduates of the technical programs reported the highest salaries. Graduates expressed an overall satisfaction with the educational programs at the college. Generally, employers were satisfied with the performance of graduates and the preparation given by the college.

17. Williams, William G. and Fred A. Snyder. *Follow-Up Studies of Former Occupational-Technical Students at Community Colleges*. Virginia Department of Community Colleges. 1974.

This report reviewed follow-up studies of former occupational-technical students at community colleges throughout the nation. The purpose of the review was to evaluate the effectiveness of follow-up studies in measuring attainment of educational goals, as stated in community college catalogues and literature. Nearly all community colleges conducted some sort of follow-up study of former occupational-technical students, but less than one-half of the studies resulted in written reports. Many of the follow-up studies contained inadequate information about procedures used. Over three-quarters of the studies excluded nongraduates. The reports were typically less than 20 pages in length.

This report is based on an unpublished doctoral dissertation by William G. Williams, entitled A Description of Community College Follow-Up Studies of Former Occupational-Technical Students, Including a Review of Educational Goal Emphases. The study was completed in 1973 under the auspices of The Florida State University College of Education.

B. Experimental Studies

1. Brown, Mary Alice C. *The Relationship of Anxiety, Autonomy, Practical Outlook, Theoretical Orientation, and Academic Achievement with Occupational and Family Responsibilities for Associate Degree Nursing Students*. Southwest Virginia Community College. 1974.

This study was designed to compare the academic achievement and personality traits of nursing students in the following categories: (1) those without occupational or family responsibilities, (2) those with occupational responsibilities only, (3) those with family responsibilities only, and (4) those with both occupational and family responsibilities. Eighty-three associate degree nursing students were studied. An Omnibus Personality Inventory was administered to measure personality variables. A questionnaire was used to obtain information to determine occupational and family responsibilities. GPA was used to measure academic achievement. Significant differences were found for Practical Outlook in respect to the four treatment groups. Significant correlations were also found for six of the eleven pairs of variables. Results seemed to indicate that students from each group were from the same population, and therefore the findings were not conclusive. A larger sample was suggested.

2. Brown, Ralph, Jr. *Predicting Central Virginia Community College History Grades from Selected High School, Demographic, and Comparative Guidance and Placement Variables*. Central Virginia Community College. 1975.

This study had two purposes: to inform the CVCC faculty that various statistical packages are available for analyzing student data and to demonstrate the use of SAS in predicting college history grades from selected high school, demographic, and CGP variables. Findings indicated that there was some correlation between history grades and high school rank and grades in English and Social Science. History grades also had some correlation with marital status and CGP reading scores.

3. Houston, Charles A. *A Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristics/Achievement Variables at Virginia Western Community College*. Virginia Western Community College. 1974.

This study was conducted to determine whether certain student characteristics and achievements were related to performance on the State Nursing Board Examination. Findings indicated that about 59

percent of the students were married and 41 percent were single. About 73 percent were over 24 years old. Significant correlations were found between GPA and each subtest score of the examination. Certain subtest scores correlated significantly with high school rank, high school algebra I grades, and age. No significant correlation was found between high school chemistry grades and subtest scores. These findings supported the college's present screening and selection procedures with the recommendation that the use of high school chemistry grades as a criterion for admission be reviewed.

4. Merritt, Johnnie Earl. *Analysis of Academic Achievement, Biographical Characteristics, in Relation to Persistence Descriptors of Selected Virginia Community College Students*. Unpublished doctoral dissertation, University of Virginia, 1974.

This study was conducted to determine whether there were differences between students who completed their program of study and those who did not. Specifically, differences in academic achievement and biographical characteristics were studied. Subjects of the study were 542 first-time, full-time freshmen enrolled in CVCC and DCC during the fall quarter, 1968. Complete data were obtained for 83 percent of the students: 181 students in the college transfer program and 267 in the occupational-technical program. Significant differences were found between persisters and non-persisters in the transfer group for high school rank, high school GPA, and ACT mathematics and social science scores. Occupational-technical students differed in high school rank and ACT mathematics scores. The study did not reveal significant differences for biographical characteristics.

5. Smith, Brenda H. *Comparative Analysis Between Grade Point Averages of Students Employed Under College Work-Study and Students Not Employed*. Southwest Virginia Community College. 1974.

The purpose of this study was to determine whether work-study students obtained as high a GPA as students not on work-study during the first quarter at college. Results were based on a sample of 30 SWVCC students. Work-study students, it was found, earned a mean GPA of 3.43 while students not on work-study earned a GPA of 3.09. It was concluded that work-study students could be expected to perform as well as or better than students not on work-study.

C. Innovations

1. Archer, J. Andrew. *Quantifying Faculty Workloads*. Virginia Western Community College. 1974.

The purpose of this study was to examine two formulas developed by the college for quantifying faculty workloads and to compare them with the existing VCCS workload guidelines. The formulas were tested by

measuring the workloads of a sample of 30 faculty members. VWCC formulas defined faculty workloads in terms of seven variables in addition to credit and contact hours: number of students, number of preparations, night and Saturday classes, new courses, radio-tv preparations, advisees, and membership in Chancellor's Advisory Committee. While both formulas were easy to apply, under certain circumstances incompatible workload ratings resulted. It was recommended that a committee review the two formulas in terms of their application at VWCC.

2. Henry, Harold D. *Development of an Evaluative Instrument for Evaluating the Community College Business Occupational-Technical Curriculum*. Unpublished doctoral dissertation, University of Virginia, 1975.

The purpose of this study was to develop an instrument for evaluating the community college business occupational-technical curriculum. The procedures for developing this instrument were: (1) to establish criteria for curriculum evaluation, (2) to determine the evidence needed to appraise these criteria, and (3) to develop an instrument for curriculum evaluation. Two panels of judges, consisting of community college curriculum planners, developers, and implementors, were established to determine the criteria and evidence needed for evaluation. A questionnaire was developed, based on an analysis of these data.

3. Houston, Charles A. *An Examination of the Status of Academic Success Prediction Procedures for Community Colleges*. Virginia Western Community College. 1975.

The purpose of this study was to examine models currently used for predicting academic success and to present the Bayesian Decision Model as an alternative. Predicting academic success accurately is especially important in Allied Health programs at VWCC, since these programs typically have more applicants than vacancies.

Previous prediction models have been based on either statistical methods or professional judgments of counselors and/or faculty. The Bayesian Decision Model includes counselors' and/or faculty advisors' inputs as well as statistical analyses. Only three data elements are required for input into the Bayesian Model. The model's capability to predict academic success has not yet been evaluated with actual student data.

4. Houston, Charles A. *A Study of Staffing Formulas for Virginia Community Colleges*. Virginia Western Community College. 1975.

The purpose of this study was to examine and test the validity of SCHEV's staffing formulas in terms of data for 22 colleges in the VCCS. Data were tabulated for both the actual and allowed administrative and classified staffs based on 1974-75 enrollments. Findings indicated that SCHEV's formulas were not representative of the present staffing at the

colleges but were appropriate for total administrative needs. It was recommended that the use of these formulas be investigated further.

5. Race, Harry C. *The Development of A Model to Demonstrate the Effect of Changing Enrollment on the Cost Per Student Enrolled in Selected Courses and Colleges in the Virginia Community College System*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, 1974.

The purpose of this study was to develop a model that could be used to determine the cost of operating courses at Virginia community colleges. The model was based on the assumption that three variables affect operating costs: (1) teacher's salaries, (2) overhead charges, and (3) number of students enrolled in each section of the course. Comparisons were made between actual costs at five community colleges and costs determined by model formulas. Cost data were analyzed graphically and in tabular form in terms of cost per student, total cost, and total income. It was established that model formulas produced an error of less than five percent. Eight uses of the model were enumerated.

D. Community

1. Allan, Beverly. *A Statistical Description of Our Community*. J. Sargeant Reynolds Community College. 1975.

This report was prepared for the faculty and staff at JSRCC. It contains a detailed description of the college's service region. Information is provided on the following topics: population trends, forms of government, planning district, education, area libraries, penal institutions, area economic characteristics, and the elderly.

2. Carter, Edith H. *Area College Attendance Over a Six-Year Period, Is There a Trend?* New River Community College. 1975.

The purpose of this study was to compare service area enrollments at NRCC and at other colleges from 1969 to 1974. The data indicated that over the six year period students from NRCC's service area more often enrolled in the community college than in other colleges. Enrollments from area high schools are beginning to stabilize. However, this does not indicate an expected stabilization of growth at NRCC, since enrollments of older students are increasing.

3. Carter, Edith H. *Community Citizen and Student Attitudes Toward New River Community College: A Pilot Study*. New River Community College. 1974.

This study was divided into three parts: (1) a survey of citizens and students, (2) an interview analysis of lower socio-economic residents, and (3) a business and industry survey. The purpose of the study was to determine how much was known about the community college and how the

college could be of service to these groups. In addition, data were collected for the college's master plan. A number of findings were reported:

Survey of Citizens and Students

Respondents indicated that they received most of their information about the college from two sources; friends or students, and newspapers, with very little information coming from radio/tv and community groups. Almost 75 percent of the respondents felt that they were somewhat familiar with the college and its course offerings. Respondents were generally not familiar with the services of the college, such as the use of the library by the public. Respondents gave the college a vote of confidence for its curricular offerings. Courses suggested to better serve the community were tabulated in five areas: community services, recreational and humanities, vocational-technical, academic, and miscellaneous.

Interview Analysis of Lower Socio-Economic Residents

Interviewees had a positive attitude about the college. People living farther away from the college were less likely to know the location of the college. Age was given as the major reason for not attending the college. A high school diploma was viewed as an entrance requirement. Suggested course offerings included the areas of individual self-support and leisure activities.

Business and Industry Survey

Respondents indicated that they were generally unfamiliar with the programs offered by the college. They also indicated that community college graduates provided very few employees. Recommendations included greater emphasis in placement, advertising of programs, and follow-up.

4. *The Cost of Living for Selected Virginia Areas.* Piedmont Virginia Community College. 1974.

The purpose of this study was to measure the differences among the costs of living in the major metropolitan areas of Virginia. A Virginia Price Level Index (VPLI) was developed for this purpose. The following steps to develop the VPLI were presented: background research was conducted, techniques of collecting the data were developed and tested, the basic data were gathered, the method of tabulating the data was selected, and the data were tabulated and summarized.

5. Ormiston, James, Dennis Weiss, Thomas Stangl, Thomas Skelly, Lem Marshall, and Howard Hilton. *Policy Analysis on Hotel-Restaurant-Institutional Management.* Piedmont Virginia Community College. 1975.

The purpose of this study was to determine the need for a hotel-restaurant-institutional management program in the PVCC service area.

Findings were based on industry growth and utilization projections, and interviews of industry managers and of local high school counselors and instructors. It was concluded that there were both a supply of and a demand for potential students in such a program. Three alternative types of training were discussed: associate degree, certificate, and individual courses. It was recommended that the college select the certificate program.

6. Parker, Judith R. *Population Profiles of Virginia Community College Regions*. Virginia Department of Community Colleges. 1974.

This study was conducted to provide a basis for evaluating the community college goal of responsiveness to local needs, by presenting data about the population characteristics of each college region. The following characteristics were included: total regional populations, racial characteristics, sex and racial characteristics, size of prospective community college population, rural/urban distribution of population, and college enrollment numbers. Data were obtained from 1970 U.S. census reports and various other statistical reporting agencies. Twenty-nine tabulations were included.

7. Turnage, Martha A. *Report on the Community Awareness Telephone Survey Conducted During July and August, 1974*. J. Sargeant Reynolds Community College. 1974.

This report summarized the findings of a community awareness telephone survey. Interviewees were asked how much they knew about certain aspects of the college and the source of their information. Some of the characteristics included were: programs, ages of students, tuition, and continuing education offerings. While many interviewees had heard of the college, few were familiar with its programs and course offerings. Only 26 percent of those surveyed were aware of the ages of students. Most interviewees were not aware that the tuition varied greatly from that of other colleges. The newspaper was identified as the primary source of information about the college.

E. Counseling and Guidance

1. Carter, Edith H. *A Study of Transfer Needs for the Evening Student*. New River Community College. 1975.

This study was conducted to determine whether evening students were interested in continuing their education by transferring to evening programs at local colleges. Almost all (96%) of the respondents indicated an interest in taking evening courses at the junior and senior level. A third of the respondents expressed a preference for courses in business. The conclusion was reached that there was sufficient interest on the part of evening students to initiate articulation conferences for evening programs with local senior institutions.

2. Opitz, Armand M. *Innovative Approach to Orientation at One Comprehensive Community College*. Southwest Virginia Community College. 1973.

The purpose of this report was to describe a number of innovative approaches to orientation. These approaches emphasized the following areas of orientation: adjustment to the freedoms/responsibilities of being a college student, development of communications skills, how to study, introduction to the library, how to "survive" in the community college, career exploration, and achievement/motivation programs. Course outlines and sample materials for each approach were included.

F. Student Profiles

1. Brown, Ralph W., Jr., and Janet S. Wilkinson. *Student Profile 1973-74*. Central Virginia Community College. 1975.

This study described new students at CVCC in terms of the information gathered from the Student Data Form. Data presented in the report included demographic and academic characteristics, socio-economic backgrounds, home area, distance from college, and educational and occupational goals. The author concluded that CVCC new students are a heterogeneous group representing a wide diversity of ages, socio-economic levels, educational experiences, and interests.

2. Burton, Robert C. *A Comparison of Characteristics of First-Time Students - Tidewater Community College and the Virginia Community College System*. Tidewater Community College. 1975.

The purpose of this study was to compare certain characteristics of TCC first-time students with those in the VCCS as a whole. Findings were based on Student Data Forms for the 1973-74 academic year. TCC students were generally older than the VCCS population. More TCC than VCCS students were men. Black enrollment at TCC equaled that for the VCCS. A greater percentage of TCC than VCCS students were married. Veterans accounted for a larger proportion of the enrollment at TCC than in the VCCS. TCC students were likely to travel a shorter distance to attend classes than the average VCCS student. The class standings of students at TCC were generally lower than those of students in the rest of the System. Parents' education and income of TCC and VCCS students were similar, although the educational levels of fathers of TCC students were lower than for the System.

3. Trufant, John E., Sarah J. Kelly, and Fred A. Snyder. *A Profile of First-Time Students at Virginia Community Colleges*. Virginia Department of Community Colleges. 1975.

This report is the first comprehensive description of new enrollees in the Virginia Community College System. Students are described in

terms of demographic and academic characteristics, socioeconomic backgrounds, educational and occupational goals, distance from college, and means of transportation to college. Comparisons were made with norm groups compiled by the American Council on Education.

The VCCS population included higher percentages of older students, married students, veterans, and military personnel than the norm group populations. Transfer students, more than any other group, had fathers who were college graduates and professionals. Blacks were more frequently in occupational-technical and developmental programs than whites, who were more often in transfer programs. The majority of first-time enrollees lived within ten miles of the community colleges they were attending. The median parental income of single students under 25 was \$12,937; for self-supporting students the median income was \$12,020.

Men were more likely than women to report transfer goals, while women more often selected goals of personal satisfaction and career preparation. Similarly, women more frequently had no degree aspirations, whereas men often wanted to earn bachelor's or graduate degrees.

4. Trufant, John E. and Fred A. Snyder. *A Profile of Graduates: Virginia Community College System, 1973-74*. Virginia Department of Community Colleges. 1975.

The purpose of this report was to describe the 1973-74 graduates of Virginia's community colleges in terms of demographic characteristics, types of awards granted, curricula upon graduation, credits earned, and length of time to earn awards. It was found that the majority of the graduates were men (61%) and that most were white (89%). The median age of graduates was 23.3 years.

Almost half of the graduates earned the AAS degree. Altogether, two-thirds were in occupational-technical programs. Nearly equal proportions of white and minority graduates earned AAS degrees and diplomas. Whites received college transfer degrees proportionally more often than did minority students, who more often earned certificates. Graduates of occupational-technical programs were most frequently in business, followed by engineering, health services, and public service.

5. Wilkinson, Janet S. *Responses to Selected CGP Questions by Students Enrolling Fall 1973*. Central Virginia Community College. 1975.

The purpose of this report was to describe CVCC freshmen in terms of their responses to selected questions on the CGP test. The questions chosen for this report were taken from the biographical inventory section and the local questions section of the test. Results were reported in the following general categories: background of respondents, family background, self-reported high school grades, academic motivation,

Interest in extra-curricular activities, and needs. About half of the students chose to enroll in CVCC because it was inexpensive or close to home. Many were recent high school graduates, living at home, and single; however, 25 percent of the students had been working three or more years and almost one-fifth were over 25 years old. Many of the enrollees had parents who had never attended college. Women reported that they received higher grades in high school and studied more than did the men. Over half of the students felt that they learned few study skills in high school. Over a third of the students expressed a desire for reading assistance. About half of the students felt a need for educational and vocational counseling.

G. Instruction

1. Hoyer, Robert W. and Charles Houston. *Virginia Community College Mathematics Curriculum Study*. Virginia Department of Community College. 1974.

The purpose of this report was to correlate the college transfer mathematics courses in the Virginia Community College Curriculum Guidelines (VCCCG) with their counterparts at twelve state four-year colleges and universities. In addition, comparisons were made between courses in the VCCCG and the "ideal" junior college math offerings recommended by the Committee on the Undergraduate Program in Mathematics (CUPM), a Committee of the Mathematics Association of America. The conclusion was reached that the mathematics courses listed in the VCCCG were generally well designed to meet the needs of the transfer student. An additional course specifically designed to provide a mathematics background for the elementary school teacher was recommended.

2. Seward, Robert F. and Janet S. Wilkinson. *The Life/Career Development System Comes to Central Virginia Community College*. Central Virginia Community College. 1975.

The purpose of this report was to describe the Life/Career Development System (LCDS) adapted for use at CVCC. The LCDS is a systematic, integrated series of suggested learning experiences designed to help students make career decisions. It consists of the following nine modules: exploring self, determining values, setting goals, expanding options, overcoming barriers, using information, working effectively, thinking futuristically, and choosing mates. CVCC incorporated the LCDS into its curriculum as a three credit one-quarter course. Six modules were covered during the quarter. A number of exercises were modified to make them more suitable for older students. Supplementary activities included the use of Interest Inventories with an individual interpretation and a session on progressive relaxation. Grading was done on a contract system. An evaluation of the course was conducted and several recommendations were made.

3. Wellsfry, Noval L. *A Report on Evening College Program*. Tidewater Community College. 1974.

The purpose of this report was to examine the results from a study of the TCC evening program. Data for the study were based on questionnaires and interviews of students and faculty. It was found that evening students were usually enrolled in one or two courses. An interest in Saturday classes was reported. About 42 percent of the students were enrolled in the transfer program, with 23 percent in business administration. Students expressed an interest in counseling services primarily for course information and career planning. The need for additional clerical staff was identified by the faculty. Recommendations for improving the evening program were made, based on these findings.

4. Workman, Marcus O. *The Developmental Studies Program at Piedmont Virginia Community College*. Piedmont Virginia Community College. (Undated).

The purpose of this study was to assess the developmental studies program at Piedmont Virginia Community College and to compare it with programs at other community colleges. Included in the assessment of the program is an examination of certain characteristics of developmental students, their attitudes toward the program, and opinions of instructors, counselors, and administrators. A number of improvements are suggested.

H. Administration

1. Houston, Charles A. *An Examination of FTE Enrollments, Total Inside Educational Spaces, and Operating Expenses in the Virginia Community College System*. Virginia Western Community College. 1975.

The purpose of this study was to compare FTE enrollments with inside educational spaces and operating expenses for the VCCS. Differences among community colleges in terms of average inside spaces and operating expenses per FTE student were noted. Data for VWCC indicated that the college was below the VCCS average in both categories. Reasons for the disparity could not be determined. The author recommended that more definitive methods of funding for spaces and operating budgets be defined.

2. Houston, Charles A. *Utilization of Educational Spaces at Virginia Western Community College*. Virginia Western Community College. 1974.

The purpose of this study was to examine the utilization of existing classroom and laboratory facilities and the need for additional space. It was found that the utilization of all facilities, except special class laboratories, was high for both day and evening classes. Projected

space needs developed by the college indicated that additional facilities were essential in order to accommodate the predicted growth in student enrollment.

I. Routine Reports

1. Houston, Charles A. *Average Credit Hours for Part-Time Students*. Virginia Western Community College. 1975.

The purpose of this study was to determine the average number of credit hours carried by part-time students. It was found that, for the 1974-75 academic year, all part-time students averaged approximately 5.37 credit hours. Part-time day students averaged 6.71 credit hours, while the average number of credit hours for night students was 4.68.

2. Houston, Charles A. *A Study of Full-Time and Part-Time Faculty Workloads - Fall 1974*. Virginia Western Community College. 1975.

The purpose of this study was to determine the number of credit hours produced by full-time and part-time faculty. It was found that approximately 88 percent of the total credit hours (1,781) were produced by full-time faculty and administrators. Most part-time faculty was utilized by the divisions of Continuing Education (59 credit hours), Business (53 credit hours), Engineering & Technology (47 credit hours), and Social Science (27 credit hours).

J. Evaluation

1. Archer, J. Andrew and Harry C. Nickens. *A Review of Virginia Western Community College's Policy of Awarding College Credit by CLEP Examination*. Virginia Western Community College. 1974.

The purpose of this report was to outline the major findings from a review of the college's policy regarding CLEP credit. The review included: (1) a comparison between the CLEP policy at VWCC and other VCCS community colleges, (2) a review of the relationship between local cutoff points and national CLEP norms, (3) an analysis of the content validity of the CLEP examinations, (4) a study of the transfer-ability of academic credit awarded by CLEP examinations, (5) the establishment of local CLEP norms, and (6) the development of local measures of correlation between CLEP scores and course grades. It was recommended that the college continue its present policy of awarding academic credit for CLEP subject examinations. No conclusion was reached with respect to the CLEP general examinations. A number of areas for further consideration were presented.

2. Carter, Edith H: *Library Evaluation, Spring 1974*. New River Community College. 1974.

The purpose of this study was to determine how students and faculty felt about the operation and facilities of the library. A questionnaire was developed to collect the following information: (1) experiences with the library, (2) satisfaction with services and facilities, and (3) recommendations. It was found that students and faculty used the library for traditional purposes: studying, collecting information for classes, and checking out audio-visual equipment. In general, the library and staff were rated very favorably. Recommendations included reduction of noise and an increase in the availability of materials.

K. Enrollment Trends

1. Archer, J. Andrew. *Summer Enrollment at Virginia Western Community College*. Virginia Western Community College. 1974.

The purpose of this study was to examine summer enrollment trends at VWCC. Although a general trend from 1970 to 1974 was presented, the study primarily dealt with the years 1973 and 1974. The following trends were reported:

- a. Summer enrollment decreased slightly from 1970 to 1971 and then increased steadily from 1971 to 1974.
- b. Part-time students were responsible for 81 percent of the increase from 1973 to 1974.
- c. The number of students enrolled in college transfer and occupational-technical programs decreased from 1973 to 1974.
- d. The overall growth from 1973 to 1974 can be contributed primarily to an increased enrollment by developmental and unclassified students.
- e. Sixty-six percent of the increase from 1973 to 1974 was due to an increase in night students.
- f. The number of men decreased 1.6 percent from 1973 to 1974, while the number of women increased 14.9 percent.

2. Houston, Charles A. *Continuing Education, Credit and Noncredit Enrollments, 1971-1974*. Virginia Western Community College. 1975.

This study was conducted to examine enrollment trends in credit and noncredit courses offered by VWCC's Division of Continuing Education from 1971 to 1974. Findings indicated that credit and noncredit enrollments and offerings increased during the four year period. A trend toward greater increases in credit than noncredit enrollments and offerings was noted. The author made several recommendations for further investigation.

3. Houston, Charles A. *A Study of Class Enrollments in Automotive Technology, Biology, Chemistry, Geology-Geography, Mathematics, and Physics*. Virginia Western Community College. 1975.

This study examined enrollment trends in automotive technology, biology, chemistry, geology-geography, mathematics, and physics from 1973 to 1974. It was found that total enrollments decreased in automotive technology, biology, and chemistry during this period, while enrollments in geology-geography, mathematics, and physics increased. An examination of staffing needs was recommended.

4. Houston, Charles A. *A Study of Evening and Saturday Enrollments and Course Offerings for Fall Quarters 1972, 1973, and 1974*. Virginia Western Community College. 1975.

The purpose of this study was to examine evening and Saturday enrollments and course offerings for the fall quarters 1972-1974. The data indicated that 61 percent of the increase in fall enrollments during this period was attributed to part-time evening students. Fifty-three percent of the increase in student credit hours was attributed to increased evening credit hours. Evening course offerings accounted for 64 percent of the total increase in course offerings from 1972 to 1974. Saturday class enrollments increased 23 percent from 1972 to 1974 and the number of Saturday classes increased from 10 to 13.

5. Houston, Charles A. *A Study of 1972, 1973, and 1974 Fall Quarters Hourly Enrollment Summaries*. Virginia Western Community College. 1974.

The purpose of this study was to summarize fall quarter hourly enrollments over the period from 1972 to 1974. The data indicated a substantial increase in the number of course offerings due to an increase in the number of supervised study courses. Substantial increases in evening offerings by all divisions were noted. Little or no changes in class size were noted for all divisions except Engineering and Technology, in which the average class size increased from 19 in 1973 to 24 in 1974.

L. Other Reports

1. Archer, J. Andrew. *Results of the Graduate Test of Basic Skills*. Virginia Western Community College. 1974.

The purpose of this study was to examine the results of a test of basic skills administered to 1974 VWCC graduates. The test instruments were selected from the battery of Comprehensive Tests of Basic Skills (CTBS). Proficiencies in English and Mathematics were measured. Twenty-three percent of the graduates took the test. The results indicated that most of the graduates passed the test by answering at least 75 percent of the items correctly. No significant correlations were found when test scores were compared to degree program and GPA.

2. Carter, Edith H. *Data Collection for Southern Association Self Study*. New River Community College. 1975.

The purpose of this research project was to develop a method for collecting data on all areas of college operation. Questionnaires were designed to gather information on students, faculty, administration, classified staff, board members, and maintenance staff. Other basic data included: organizational charts, parking facilities, enrollment projections, and faculty teaching loads.

3. Carter, Edith H. *Transfer Advisory Handbook Transfer Requirements at Four-Year Colleges and Universities*. New River Community College. 1975.

This handbook was designed to inform NRCC students of the current transfer requirements at four-year colleges and universities. General information about foreign language requirements and CLEP tests are included. Also included is specific information regarding credits and degrees for 33 colleges where NRCC students have shown previous interest.

Section II

All College Reports Arranged by Topic

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A. Follow-Up Studies

1. Analysis of Transfer Grades Received From Virginia Polytechnic Institute and State University for the Year 1973-74. New River Community College.
2. Attitudes of Former Occupational-Technical Students at Virginia Community Colleges. Virginia Department of Community Colleges.
3. A Description of Selected Characteristics of Virginia Community College Graduates from Associate In Applied Science Degree Programs, 1966-1971. State Council of Higher Education for Virginia.
4. A Descriptive Study of 1972, 1973, & 1974 Graduates at Virginia Western Community College. Virginia Western Community College.
5. Eastern Shore Community College Graduates by High School. Eastern Shore Community College.
6. Educational and Employment Plans of the August 1974 Graduates. Southwest Virginia Community College.
7. Follow-Up of Fall Quarter, 1974 Full-Time Non-Returning Students. Piedmont Virginia Community College.
8. Follow-Up of 1973 Graduate Transfers. Patrick Henry Community College.
9. Follow-Up of 1974 Graduates in the Occupational-Technical Program. Patrick Henry Community College.
10. Follow-Up of 1974 Graduates in Occupational-Technical Programs. New River Community College.
11. A Follow-Up of 1973 June and August Transfer Graduates at Virginia Western Community College.
12. Follow-Up of June 1974 Graduates. Southwest Virginia Community College.
13. Follow-Up -- 1974 Occupational-Technical Graduates. Wytheville Community College.
14. Follow-Up Studies of Former Occupational-Technical Students at Community Colleges. Virginia Department of Community Colleges.
15. Follow-Up Study of Former Students: Graduates 1973-1974. Piedmont Virginia Community College.
16. Follow-Up Study of Former Students: Non-Graduates 1973-1974. Piedmont Virginia Community College.

17. Follow-Up Study of 1974 Graduates. Germanna Community College.
18. Follow-Up Study of 1974 Graduates. Lord Fairfax Community College.
19. Follow-Up Study of Graduates of Tidewater Community College, Frederick Campus, A Final Report. Tidewater Community College.
20. Follow-Up Study of Graduates of Tidewater Community College, Virginia Beach Campus, A Final Report. Tidewater Community College.
21. A Follow-Up Study of the 1974 June and August Graduates at Virginia Western Community College. Virginia Western Community College.
22. Follow-Up Study of New River Community College Transfers Who Graduated in the 1972-73 School Year. New River Community College.
23. A Follow-Up Study of Selected Graduates of John Tyler Community College to Evaluate the Effectiveness of Courses Offered as Preparation for Positions in the Field of Data Processing. John Tyler Community College.
24. Follow-Up Study on Students. Tidewater Community College.
25. A Follow-Up of 1973 Transfer Graduates. Virginia Western Community College.
26. Follow-Up -- 1973 Transfer Graduates. Wytheville Community College.
27. Graduates According to Curriculum and Year Graduated, August 1968 to June 1974. Central Virginia Community College.
28. Information About Non-Graduates. Virginia Western Community College.
29. Information About Withdrawals. Virginia Western Community College.
30. Non-Enrollee Survey, Fall 1974. Central Virginia Community College.
31. Non-Returnee Survey. John Tyler Community College.
32. A Placement Report of the 1974 Graduates of Thomas Nelson Community College. Thomas Nelson Community College.
33. Post-College Activities of Former Occupational-Technical Students. Virginia Department of Community Colleges.
34. Preliminary Attrition Report for the Fall Quarter, 1974. Piedmont Virginia Community College.
35. A Profile of Former Occupational-Technical Students. Virginia Department of Community Colleges.
36. Profile of Graduating Class of Year 1972, 1973, and 1974. Eastern Shore Community College.

37. Survey of June 1974 Graduates. Central Virginia Community College.
38. Survey of Students Who Withdrew From College With Tuition Refund. Central Virginia Community College.
39. Transfer Students' Follow-Up Report for 1973. Southwest Virginia Community College.
40. VWCC's 1974 Nursing Board Scores. Virginia Western Community College.
41. Withdrawal Survey, Fall Quarter 1974-75. Tidewater Community College.

B. Experimental Studies

1. Analysis of Academic Achievement, Biographical Characteristics, in Relation to Persistence Descriptors of Selected Virginia Community College Students. Central Virginia Community College.
2. Comparative Analysis Between Grade-Point Averages of Students Employed Under College Work-Study and Students Not Employed. Southwest Virginia Community College.
3. Predicting Central Virginia Community College History Grades from Selected High School, Demographic, and Comparative Guidance and Placement Variables. Central Virginia Community College.
4. The Relationship of Anxiety, Autonomy, Practical Outlook, Theoretical Orientation, and Academic Achievement with Occupational and Family Responsibilities for Associate Degree Nursing Students. Southwest Virginia Community College.
5. A Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristics/Achievement Variables at Virginia Western Community College. Virginia Western Community College.

C. Innovations

1. Development of an Evaluative Instrument for Evaluating the Community College Business Occupational-Technical Curriculum. Danville Community College.
2. The Development of A Model to Demonstrate the Effect of Changing Enrollment on the Cost Per Student Enrolled in Selected Courses and Colleges in the Virginia Community College System. Virginia Western Community College.
3. An Examination of the Status of Academic Success Prediction Procedures for Community Colleges. Virginia Western Community College.

4. Project Step-Up, An-Interim Evaluation. Virginia Western Community College.
5. Project Step-Up, A Year End Evaluation, 1973-1974. Virginia Western Community College.
6. Quantifying Faculty Workloads. Virginia Western Community College.
7. A Study of Staffing Formulas for Virginia Community Colleges. Virginia Western Community College.

D. Community

1. Area College Attendance Over a Six-Year Period, Is There a Trend? New River Community College.
2. Community Citizen and Student Attitudes Toward New River Community College: A Pilot Study. New River Community College.
3. Community Service Course Enrollment by Towns. Eastern Shore Community College.
4. Community Service Enrollments by Quarter. Eastern Shore Community College.
5. The Cost of Living for Selected Virginia Areas. Piedmont Virginia Community College.
6. Demographic, Economic and Educational Data for the Primary Service Area Which Would be Served by a College Center on 21st Street. Tidewater Community College.
7. Employment Survey of Colleges and Industries. Virginia Western Community College.
8. Our Community - An Overview. J. Sargeant Reynolds Community College.
9. Policy Analysis on Hotel-Restaurant-Institutional Management. Piedmont Virginia Community College.
10. Population Profiles of Virginia Community College Regions. Virginia Department of Community Colleges.
11. Report on the Community Awareness Telephone Survey Conducted During July and August, 1974. J. Sargeant Reynolds Community College.
12. Residential and High School Origins of VWCC Students. Virginia Western Community College.
13. A Statistical Description of Our Community. J. Sargeant Reynolds Community College.

14. Student's Best Sources of Information About VWCC. Virginia Western Community College.

E. Counseling and Guidance

1. Innovative Approach to Orientation at One Comprehensive Community College. Southwest Virginia Community College.
2. Living - Unit Press. Southwest Virginia Community College.
3. Orientation For Night Students. Tidewater Community College.
4. Student Evaluation of Orientation - Fall, 1974. Southwest Virginia Community College.
5. A Study of Transfer Needs for the Evening Student. New River Community College.

F. Student Profiles

1. A Comparison of Characteristics of First-Time Students - Tidewater Community College and the Virginia Community College System. Tidewater Community College.
2. A Profile of First-Time Students at Virginia Community Colleges. Virginia Department of Community Colleges.
3. A Profile of Graduates: Virginia Community College System, 1973-74. Virginia Department of Community Colleges.
4. Profile of Students Attending Tidewater Community College, Frederick Campus. Tidewater Community College.
5. Responses to Selected CGP Questions by Students Enrolling Fall 1973. Central Virginia Community College.
6. Student Profile 1973-74. Central Virginia Community College.

G. Instruction

1. The Developmental Studies Program at Piedmont Virginia Community College. Piedmont Virginia Community College.
2. The Life/Career Development System Comes to Central Virginia Community College. Central Virginia Community College.
3. A Report on Evening College Program. Tidewater Community College.

4. Virginia Community College Mathematics Curriculum Study. Virginia Department of Community Colleges.

H. Administration

1. An Examination of FTE Enrollments, Total Inside Educational Spaces, and Operating Expenses in the Virginia Community College System. Virginia Western Community College.
2. An Examination of the Functioning of Advisory Committees at Virginia Western Community College. Virginia Western Community College.
3. Frequency and Format of Administrative Council Meetings. Virginia Western Community College.
4. Library - Total Cost. John Tyler Community College.
5. Space Utilization. John Tyler Community College.
6. A Study of Enrollment Projections, Admission Procedures, Follow-Up of College Transfer Students, Small Classes Enrollments, and Instruction Staffing at Virginia Western Community College. Virginia Western Community College.
7. Utilization of Educational Spaces at Virginia Western Community College. Virginia Western Community College.

I. Routine Reports

1. Academic Degrees Held by Faculty Classified by Division, January 1975. John Tyler Community College.
2. Analysis of New River Community College Faculty. New River Community College.
3. Average Credit Hours for Part-Time Students. Virginia Western Community College.
4. Enrollment Analysis, Winter Quarter 1975. New River Community College.
5. Enrollment and Course Offerings by Service Area. New River Community College.
6. Factors Bearing on Enrollment Projection. John Tyler Community College.
7. Faculty Workload by Student Credit Hours Generated, Full-Time and Part-Time Faculty, Fall Quarter 1974. New River Community College.

8. Grade Studies, 1973-1974. New River Community College.
9. Grade Study, Winter Quarter 1975. New River Community College.
10. Minority Percentages. Virginia Western Community College.
11. Projecting Enrollments at Virginia Western Community College. Virginia Western Community College.
12. Selected Fall Enrollment Statistics, 1974 Fall Quarter. Germanna Community College.
13. Spring 1975 - Preliminary Headcount and FTE. Virginia Western Community College.
14. A Study of Full-Time and Part-Time Faculty Workloads - Fall 1974. Virginia Western Community College.
15. Summary Data - SVCC 1974 Graduates' Grades. Southwest Virginia Community College.
16. Teaching Loads of Full-Time and Part-Time Faculty, Academic Year 1973-74. John Tyler Community College.

J. Evaluation

1. Faculty Evaluation of Student Services. Tidewater Community College.
2. Library Evaluation, Spring 1974. New River Community College.
3. A Review of Virginia Western Community College's Policy of Awarding College Credit by CLEP Examination. Virginia Western Community College.

K. Enrollment Trends

1. Analysis of Trends - Summer Session. John Tyler Community College.
2. Continuing Education, Credit and Noncredit Enrollments, 1971-1974. Virginia Western Community College.
3. Proposed Schedule for Winter 1975. Virginia Western Community College.
4. A Study of Class Enrollments in Automotive Technology, Biology, Chemistry, Geology-Geography, Mathematics, and Physics. Virginia Western Community College.

5. A Study of Evening and Saturday Enrollments and Course Offerings for Fall Quarters 1972, 1973, and 1974. Virginia Western Community College.
6. A Study of 1972, 1973, and 1974 Fall Quarters Hourly Enrollment Summaries. Virginia Western Community College.
7. A Study of the Proposed Schedule for Summer 1975. Virginia Western Community College.
8. Summer Enrollment at Virginia Western Community College. Virginia Western Community College.

L. Other Reports

1. Data Collection for Southern Association Self Study. New River Community College.
2. Faculty Workshop, Fall 1973, Workshop Evaluation Analysis. New River Community College.
3. A Five-Year Plan for the Development of the Learning Resource Center at Piedmont Virginia Community College. Piedmont Virginia Community College.
4. The Learning Resource Centers at Northern Virginia Community College, An Overview. Northern Virginia Community College.
5. Results of the Graduate Test of Basic Skills. Virginia Western Community College.
6. Salaries of 1974 College Graduates Paid by Virginia Employers - A Manpower Research Summary. Virginia Western Community College.
7. Student Work Survey, Tidewater Community College.
8. Transfer Advisory Handbook Transfer Requirements at Four-Year Colleges and Universities. New River Community College.

Section III

All College Reports Arranged by College

Central Virginia Community College

1. Analysis of Academic Achievement, Biographical Characteristics, in Relation to Persistence Descriptors of Selected Virginia Community College Students
2. Graduates According to Curriculum and Year Graduated, August 1968 to June 1974
3. The Life/Career Development System Comes to Central Virginia Community College
4. Non-Enrollee Survey, Fall 1974
5. Predicting Central Virginia Community College History Grades from Selected High School, Demographic, and Comparative Guidance and Placement Variables
6. Responses to Selected CGP Questions by Students Enrolling Fall 1973
7. Student Profile 1973-74
8. Survey of June 1974 Graduates
9. Survey of Students Who Withdrew From College With Tuition Refund

Danville Community College

1. Development of an Evaluative Instrument for Evaluating the Community College Business Occupational-Technical Curriculum

Eastern Shore Community College

1. Community Service Course Enrollment by Towns
2. Community Service Enrollments by Quarter
3. Eastern Shore Community College Graduates by High School
4. Profile of Graduating Class of Year 1972, 1973 and 1974

Germanna Community College

1. Follow-Up Study of 1974 Graduates
2. Selected Fall Enrollment Statistics, 1974 Fall Quarter

J. Sargeant Reynolds Community College

1. Our Community - An Overview

2. Report on the Community Awareness Telephone Survey Conducted During July and August, 1974
3. A Statistical Description of Our Community

John Tyler Community College

1. Academic Degrees Held by Faculty Classified by Division, January 1975
2. Analysis of Trends - Summer Session
3. Factors Bearing on Enrollment Projection
4. A Follow-Up Study of Selected Graduates of John Tyler Community College to Evaluate the Effectiveness of Courses Offered as Preparation for Positions in the Field of Data Processing
5. Library - Total Cost
6. Non-Returnee Survey
7. Space Utilization
8. Teaching Loads of Full-Time and Part-Time Faculty, Academic Year 1973-74

Lord Fairfax Community College

1. Follow-Up Study of 1974 Graduates, January 1975

New River Community College

1. Analysis of New River Community College Faculty
2. Analysis of Transfer Grades Received From Virginia Polytechnic Institute and State University for the Year 1973-74
3. Area College Attendance Over a Six-Year Period, Is There a Trend?
4. Community Citizen and Student Attitudes Toward New River Community College: A Pilot Study
5. Data Collection for Southern Association Self Study
6. Enrollment Analysis, Winter Quarter 1975
7. Enrollment and Course Offerings By Service Area
8. Faculty Workload by Student Credit Hours Generated, Full-Time and Part-Time Faculty, Fall Quarter 1974

9. Faculty Workshop, Fall 1973, Workshop Evaluation Analysis
10. Follow-Up of 1974 Graduates in Occupational-Technical Programs
11. Follow-Up Study of New River Community College Transfers Who Graduated in the 1972-73 School Year
12. Grade Studies, 1973-1974
13. Grade Study, Winter Quarter 1975
14. Library Evaluation, Spring 1974
15. A Study of Transfer Needs for the Evening Student
16. Transfer Advisory Handbook Transfer Requirements at Four-Year Colleges and Universities

Northern Virginia Community College

1. The Learning Resource Centers at Northern Virginia Community College, An Overview

Patrick Henry Community College

1. Follow-Up of 1973 Graduate Transfers
2. Follow-Up of 1974 Graduates in the Occupational-Technical Program

Piedmont Virginia Community College

1. The Cost of Living for Selected Virginia Areas
2. The Developmental Studies Program at Piedmont Virginia Community College
3. A Five-Year Plan for the Development of the Learning Resource Center at Piedmont Virginia Community College
4. Follow-Up of Fall Quarter, 1974 Full-Time Non-Returning Students
5. Follow-Up Study of Former Students: Graduates 1973-1974
6. Follow-Up Study of Former Students: Non-Graduates 1973-1974
7. Policy Analysis on Hotel-Restaurant-Institutional Management
8. Preliminary Attrition Report for the Fall Quarter, 1974

Southwest Virginia Community College

1. Comparative Analysis Between Grade Point Averages of Students Employed Under College Work-Study and Students Not Employed
2. Educational and Employment Plans of the August 1974 Graduates
3. Follow-Up of June 1974 Graduates
4. Innovative Approach to Orientation at One Comprehensive Community College
5. Living - Unit Press
6. The Relationship of Anxiety, Autonomy, Practical Outlook, Theoretical Orientation, and Academic Achievement with Occupational and Family Responsibilities for Associate Degree Nursing Students
7. Student Evaluation of Orientation - Fall, 1974
8. Summary Data - SVCC 1974 Graduates' Grades
9. Transfer Students' Follow-Up Report for 1973

Thomas Nelson Community College

1. A Placement Report of the 1974 Graduates of Thomas Nelson Community College

Tidewater Community College

1. A Comparison of Characteristics of First-Time Students - Tidewater Community College and the Virginia Community College System
2. Demographic, Economic and Educational Data for the Primary Service Area Which Would be Served by a College Center on 21st Street
3. Faculty Evaluation of Student Services
4. Follow-Up Study of Graduates of Tidewater Community College, Frederick Campus, A Final Report
5. Follow-Up Study of Graduates of Tidewater Community College, Virginia Beach Campus, A Final Report
6. Follow-Up Study on Students
7. Orientation For Night Students
8. Profile of Students Attending Tidewater Community College, Frederick Campus

9. A Report on Evening College Program
10. Student Work Survey
11. Withdrawal Survey, Fall Quarter 1974-75

Virginia Western Community College

1. Average Credit Hours for Part-Time Students,
2. Continuing Education, Credit and Noncredit Enrollments, 1971-1974
3. A Descriptive Study of 1972, 1973, & 1974 Graduates at Virginia Western Community College
4. The Development of A Model to Demonstrate the Effect of Changing Enrollment on the Cost Per Student Enrolled In Selected Courses and Colleges In the Virginia Community College System
5. Employment Survey of Colleges and Industries
6. An Examination of FTE Enrollments, Total Inside Educational Spaces, and Operating Expenses In the Virginia Community College System
7. An Examination of the Functioning of Advisory Committees at Virginia Western Community College
8. An Examination of the Status of Academic Success Prediction Procedures for Community Colleges
9. A Follow-Up of 1973 June and August Transfer Graduates at Virginia Western Community College
10. A Follow-Up of 1973 Transfer Graduates
11. A Follow-Up Study of the 1974 June and August Graduates at Virginia Western Community College
12. Frequency and Format of Administrative Council Meetings
13. Information About Non-Graduates
14. Information About Withdrawals
15. Minority Percentages
16. Project Step-Up, An Interim Evaluation
17. Project Step-Up, A Year End Evaluation, 1973-1974
18. Projecting Enrollments at Virginia Western Community College
19. Proposed Schedule for Winter 1975

20. Quantifying Faculty Workloads
21. Residential and High School Origins of VWCC Students
22. Results of the Graduate Test of Basic Skills
23. A Review of Virginia Western Community College's Policy of Awarding College Credit by CLÉP Examination
24. Salaries of 1974 College Graduates Paid by Virginia Employers - A Manpower Research Summary
25. Spring 1975 - Preliminary Headcount and FTE
26. Student's Best Sources of Information About VWCC
27. A Study of Class Enrollments in Automotive Technology, Biology, Chemistry, Geology-Geography, Mathematics, and Physics
28. A Study of Enrollment Projections, Admission Procedures, Follow-Up of College Transfer Students, Small Classes Enrollments, and Instruction Staffing at Virginia Western Community College
29. A Study of Evening and Saturday Enrollments and Course Offerings for Fall Quarters 1972, 1973, and 1974
30. A Study of 1972, 1973, and 1974 Fall Quarters Hourly Enrollment Summaries
31. A Study of Full-Time and Part-Time Faculty Workloads - Fall 1974
32. A Study of the Interrelatedness of Nursing Board Examination Scores and Student Characteristics/Achievement Variables at Virginia Western Community College
33. A Study of the Proposed Schedule for Summer 1975
34. A Study of Staffing Formulas for Virginia Community Colleges
35. Summer Enrollment at Virginia Western Community College
36. Utilization of Educational Spaces at Virginia Western Community College
37. VWCC's 1974 Nursing Board Scores

Wytheville Community College

1. Follow-Up -- 1974 Occupational-Technical Graduates
2. Follow-Up -- 1973 Transfer Graduates

Virginia Department of Community Colleges

1. Attitudes of Former Occupational-Technical Students at Virginia Community Colleges
2. A Description of Selected Characteristics of Virginia Community College Graduates from Associate in Applied Science Degree Programs, 1966-1971
3. Follow-Up Studies of Former Occupational-Technical Students at Community Colleges
4. Population Profiles of Virginia Community College Regions
5. Post-College Activities of Former Occupational-Technical Students
6. A Profile of First-Time Students at Virginia Community Colleges
7. A Profile of Former Occupational-Technical Students
8. A Profile of Graduates: Virginia Community College System, 1973-74
9. Virginia Community College Mathematics Curriculum Study

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